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ABSTRACT

The placement of ninth-grade students has often been a decision based upon available resources and not the best interests of the students. This study provides some evidence of the different influences of three types of ninth-grade placement. Self-perception data were collected for 161 randomly selected eighth-grade students in middle school placement. These measures were administered to the same students one year later after they had been placed in three different ninth grade settings (high school, middle school, and ninth-grade only center). Results were analyzed by t-test and pre- and post-test mean difference effect sizes. High school, and to a lesser degree ninth-grade only placement, resulted in systematically higher levels of satisfaction than students who remained in a middle school setting. Neither systematic nor statistically significant differences were found in domains of self-perception by type of ninth-grade setting. Appendixes are: Student Satisfaction Survey and Self-Perception Profile. (Contains 1 figure and 16 charts.) (Author/MKA)

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# Self-Perception and Satisfaction with School: Effects of Ninth-Grade Placement

Presented to the Cache County School District Board of Education

as part of a study of grade-level configuration

in the middle schools

Philip L. Rodgers, M.S.
Senior Research Associate
Spectrum Consulting
1770 North Research Parkway
North Logan, Utah 84341
phil@raiseyourscore.com

Stephen W. Zsiray, Jr. Ed.D.
Executive Director of Curriculum & Instruction
Cache County School District
2063 North 1200 East
North Logan, UT 84341
435-752-3925
steve.zsiray@cache.k12.ut.us

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**Abstract**

**Self-Perception and Satisfaction with School: Effects of Ninth-Grade Placement**

The placement of ninth-grade students has often been a decision based upon available resources and not the best interests of the students. This study provides some evidence of the different influences of three types of ninth-grade placement. Self-perception data and student satisfaction data were collected from 161 randomly selected eighth-grade students in middle school placement. These measures were administered to the same students one-year later after they had been placed in three different ninth-grade settings (high school, middle school, and ninth-grade only center). Results were analyzed by t-test and pre- and post-test mean difference effect sizes. High school, and to a lessor degree ninth-grade only placement, resulted in systematically higher levels of satisfaction than students who remained in a middle-school setting (satisfaction with student activities was statistically significant at the .02 level). Neither systematic nor statistically significant differences were found in domains of self-perception by type of ninth-grade setting.

## Research Synopsis

- Random samples of students were selected from the eighth grades of three school districts that differed in the type of placement they had for ninth-grade students. The placements were junior high school (7-9), self-contained ninth-grade center (9 only), and high school (9-12).

- These students were administered identical measures–the Student Satisfaction Survey and the Self-Perception Profile–when they were in the spring of their eighth-grade year and again in the spring of their ninth-grade year.

- The Student Satisfaction Survey contains eight subscales, satisfaction related to: (1) teachers; (2) fellow students; (3) schoolwork; (4) student activities; (5) student discipline; (6) decision-making opportunities; (7) school buildings, supplies, and upkeep; and. (8) communication.

- The Self-Perception Profile contains eight subscales: (1) scholastic competence; (2) social acceptance; (3) athletic competence; (4) physical appearance; (5) job competence; (6) behavioral conduct; (7) close friendship; and (8) global self-worth.

- Using the pretests (end of eighth-grade year) as baseline measures, the posttest (end of ninth-grade year) measures help to establish with a high degree of reliability whether ninth-grade placement has a differential effect upon students in terms of self-esteem, satisfaction with school, and attendance.

## Specific Results

The following is a list of all the subscales measured and the page upon which the results for each can be found.

Student Satisfaction Survey
Teachers ..... 10
Peer Group Relationships ..... 11
Schoolwork ..... 12
Student Activities ..... 13
Student Discipline ..... 14
Decision-Making Opportunities ..... 15
School Buildings, Supplies, & Upkeep ..... 16
Communication ..... 17

Self-Perception Profile
Scholastic Competence ..... 19
Social Acceptance ..... 20
Athletic Competence ..... 21
Physical Appearance ..... 22
Job Competence ..... 23
Behavioral Conduct ..... 24
Close Friendship ..... 25
Global Self-Worth ..... 26

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# Table of Contents


| | | |
|---|---|---|
| I. | Synopsis/Specific Results | 2 |
| II. | Table of Contents | 3 |
| III. | Methodology | 4 |
| IV. | Results | 7 |
| | Student Satisfaction Survey | 9 |
| | Self-Perception Profile | 18 |
| V. | References | 27 |
| VI. | Appendices | |
| | Appendix A: Student Satisfaction Survey | 28 |
| | Appendix B: Self-Perception Profile | 32 |


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# Methodology

The methodology section contains information regarding the sampling of subjects and the instruments used in this research.

## Sampling

Students were selected based upon a stratified random sample from the eighth-grades of three contiguous school districts in Northern Utah. The stratification was based upon three factors: district, school, and gender. The sample sizes for the pretest and posttest are listed in Table 1.

Table 1
Distribution of Sample Sizes by School for Pre- and Posttesting

| Pretest Sample Sizes | | Posttest Sample Sizes | |
|---|---|---|---|
| School | *n* | School | *n* |
| Cedar Ridge Middle School | 31 | North Cache Freshman Center | 56 |
| North Cache Middle School | 32 | (Cedar Ridge & North Cache matriculated) | |
| Spring Creek Middle School | 31 | South Cache Freshman Center | 42 |
| Willow Valley Middle School | 33 | (Spring Creek & Willow Valley matriculated) | |
| Bear River Middle School | 53 | Bear River Middle School | 32 |
| Mount Logan Middle School | 48 | Logan High School | 31 |
| Total | 228 | Total | 161 |

## Instruments

There were two instruments used in this study: the Student Satisfaction Survey and the Self-Perception Profile. The Student Satisfaction Survey (National Association of Secondary School Principals, 1989) contains eight subscales. The Self-Perception Profile (Harter, 1988), contains nine subscales related to self-concept & self-esteem (one of the subscales for the Profile was deleted from the instruments at the request of one of the participating school districts). The subscales for each of these measures are described on the following pages.

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## Subscales of the Student Satisfaction Survey

**Teachers**

Teachers. Satisfaction with the professinal behaviors of teachers.

Fellow Students. Satisfaction with peer group relationships.

**Fellow Students**

**Schoolwork**

Schoolwork. Satisfaction with the range of courses and the nature of classwork in the school.

Student Activities. Satisfaction with the number and types of school-sponsored activities and with opportunities for student participation.

**Student Activities**

**Student Discipline**

Student Discipline. Satisfaction with the degree to which the school is an orderly and safe environment.

Decision-Making Opportunities. Satisfaction with opportunities to provide input on decisions about curriculum, school events, etc.

**Decision-Making Opportunities**

**School Buildings, Supplies, and Upkeep**

School Buildings, Supplies, and Upkeep. Satisfaction with the quality and availability of library resources, learning materials and supplies, and with the upkeep of the buildings and grounds.

Communication. Satisfaction with the availability of information and opportunities to communicate with others about school events.

**Communication**

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## Subscales of the Self-Perception Profile

**Scholastic Competence**

Scholastic Competence. This subscale taps the adolescent's perception of his/her competence or ability within the realm of scholastic performance, e.g., how well he/she is doing at classwork, and how smart or intelligent one feels one is.

Social Acceptance. This subscale taps the degree to which the adolescent is accepted by peers, feels popular, has a lot of friends, and feels that he/she is easy to like.

**Social Acceptance**

**Athletic Competence**

Athletic Competence. This subscale taps taps the adolescent's perceptions of his/her athletic ability and competence at sports, e.g., feelings that one is good at sports and athletic activities.

Physical Appearance. This subscale taps the degree to which the adolescent is happy with the way he/she looks, likes one's body, and feels that he/she is good-looking.

**Physical Appearance**

**Job Competence**

Job Competence. This subscale taps the extent to which the adolescent feels that he/she has job skills, is ready to do well at part-time jobs, and feels that one is doing well at the jobs he/she has.

Behavioral Conduct. This subscale taps the degree to which one likes the way one behaves, does the right thing, acts the way one is supposed to, and avoids getting into trouble.

**Behavioral Conduct**

**Close Friendship**

Close friendship. This subscale taps one's ability to make close friends they can share personal thoughts and secrets with.

Global Self-Worth. These items tap the extent to which the adolescent likes oneself as a person, is happy the way one is leading one's life, and is generally happy with the way one is. Thus it constitutes a global judgment of one's worth as a person, rather than domain-specific competence or adequacy.

**Global Self-Worth**

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## Results

Results are listed first by measure and then by subscales, in the following order:

| Student Satisfaction Survey | Self-Perception Profile |
|---|---|
| Teachers | Scholastic Competence |
| Peer Group Relationships | Social Acceptance |
| Schoolwork | Athletic Competence |
| Student Activities | Physical Appearance |
| Student Discipline | Job Competence |
| Decision-Making Opportunities | Behavioral Conduct |
| School Buildings, Supplies, & Upkeep | Close Friendship |
| Communication | Global Self-Worth |

Three types of information are provided with the results: first, a bar chart of the standardized mean difference effect size between pre- and posttest results for each subscale; second, a table of the means and standard deviations for the pre- and posttest scores; and third, the statistical significance of posttest differences as measured by an ANCOVA test.

### Bar Graphs

The standardized mean difference effect size for pre- and posttest differences for each subscale are presented in bar graphs. These differences are further charted by placement differences (middle school, 9th-grade center, & high school). Figure 1 provides an example of the bar chart graph and its meaning.

### Means and Standard Deviations

Following each bar chart, is a table listing the means, standard deviations, and effect sizes of both the pre- and posttest score for each of the scales.

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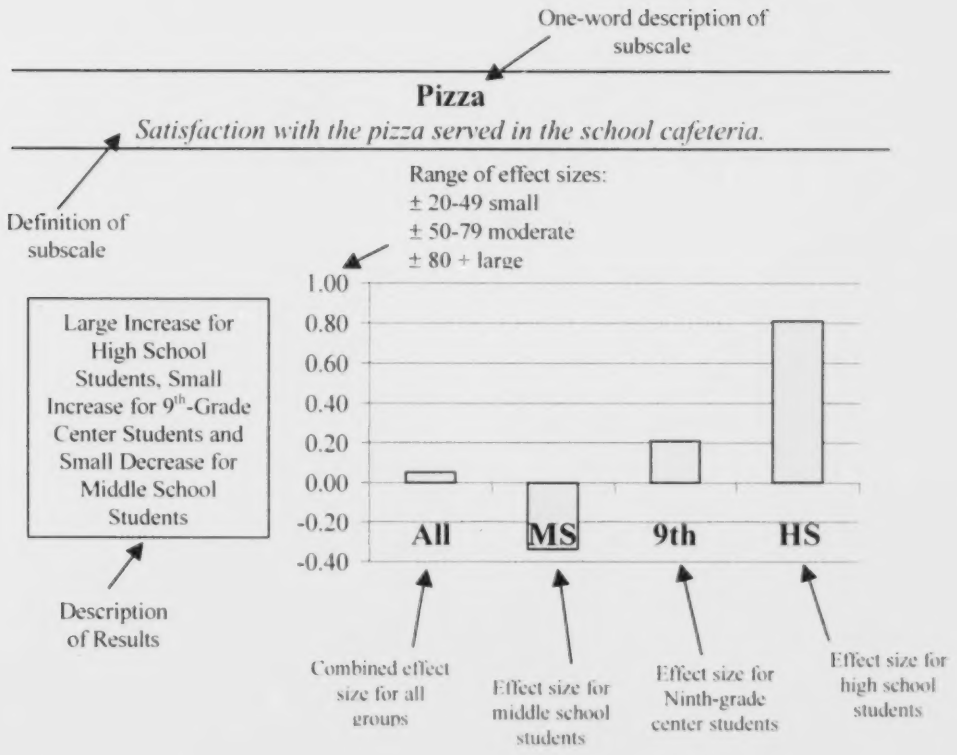
Figure 1

Example of Bar Chart




The Formula to calculate the standardized mean difference effect size is as follows:

$$ES = \frac{\overline{X}_{posttest} - \overline{X}_{pretest}}{SD_{pretest}}$$



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# Results:

# Student Satisfaction Survey

## Teachers

*Student Satisfaction with the Professional Behaviors of Teachers.*

**Effect Size Bar Chart**

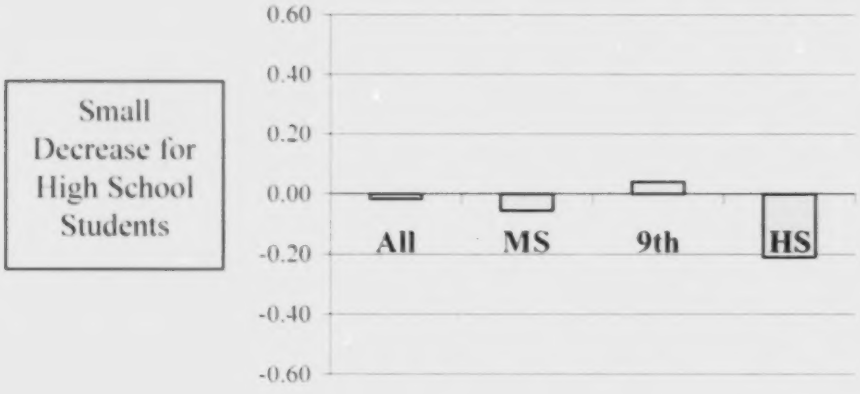


**Table of Pre- and Posttest Means & Standard Deviations**

| | All | MS | 9th | HS |
|---|---|---|---|---|
| Mean Pretest Score | 3.00 | 3.28 | 2.89 | 3.05 |
| SD | 0.75 | 0.64 | 0.78 | 0.69 |
| Mean Posttest Score | 2.98 | 3.24 | 2.92 | 2.91 |
| SD | 0.77 | 0.70 | 0.79 | 0.72 |
| Effect Size | -0.02 | -0.06 | 0.04 | -0.21 |

## Fellow Students

*Satisfaction with peer group relationships.*

Moderate Increase for High School Students

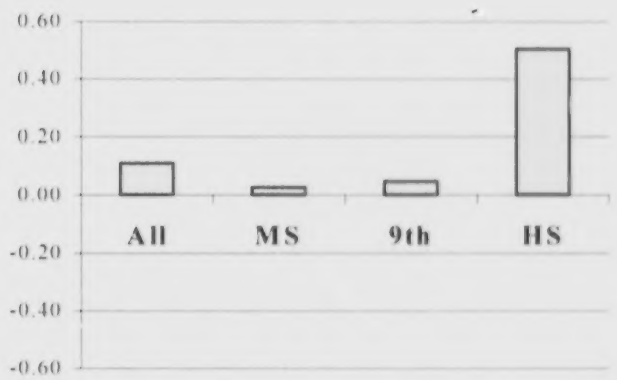


**Table of Pre- and Posttest Means & Standard Deviations**

| | All | MS | 9th | HS |
|---|---|---|---|---|
| Mean Pretest Score | 3.20 | 3.34 | 3.22 | 2.93 |
| SD | 0.78 | 0.85 | 0.76 | 0.74 |
| Mean Posttest Score | 3.27 | 3.36 | 3.26 | 3.24 |
| SD | 0.69 | 0.71 | 0.70 | 0.62 |
| Effect Size | 0.11 | 0.03 | 0.05 | 0.50 |

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## Schoolwork

*Satisfaction with the range of courses and the nature of classwork in the school.*

**Effect Size Bar Chart**

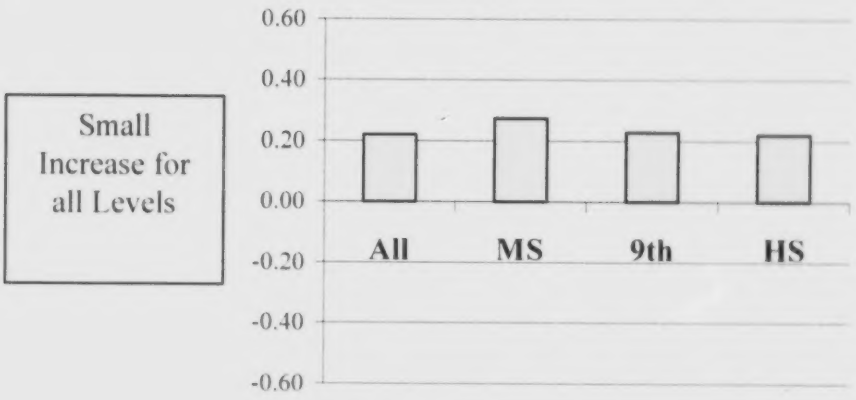


**Table of Pre- and Posttest Means & Standard Deviations**

| | All | MS | 9th | HS |
|---|---|---|---|---|
| Mean Pretest Score | 2.86 | 3.14 | 2.72 | 3.04 |
| SD | 0.69 | 0.61 | 0.70 | 0.67 |
| Mean Posttest Score | 3.01 | 3.28 | 2.89 | 3.16 |
| SD | 0.68 | 0.52 | 0.73 | 0.55 |
| Effect Size | 0.22 | 0.27 | 0.23 | 0.22 |

## Student Activities

*Satisfaction with the number and types of school-sponsored activities and with opportunities for student participation.*

**Effect Size Bar Chart**

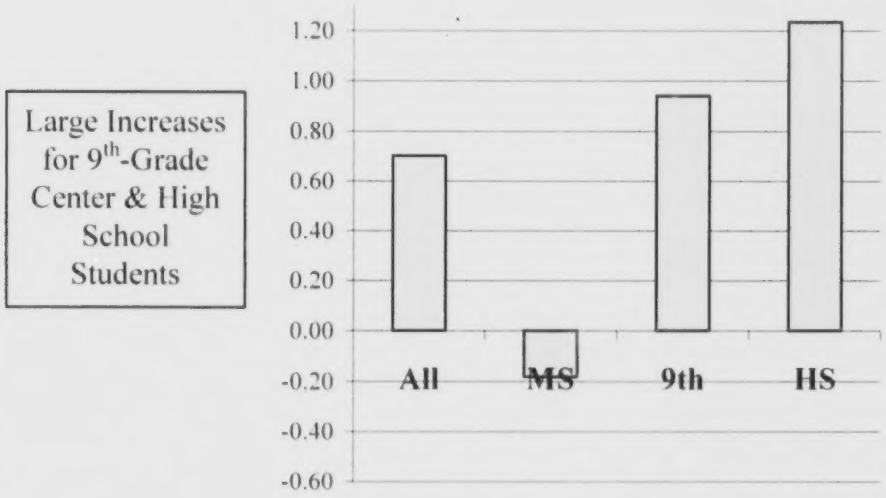


**Table of Pre- and Posttest Means & Standard Deviations**

| | All | MS | 9th | HS |
|---|---|---|---|---|
| Mean Pretest Score | 2.78 | 3.47 | 2.57 | 2.70 |
| SD | 0.83 | 0.58 | 0.81 | 0.73 |
| Mean Posttest Score | 3.31 | 3.31 | 3.23 | 3.61 |
| SD | 0.76 | 0.89 | 0.71 | 0.73 |
| Effect Size | 0.70 | -0.18 | 0.94 | 1.24 |

*Results were statistically significant at the .02 level.*

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## Student Discipline

*Satisfaction with the degree to which the school is an orderly and safe environment.*

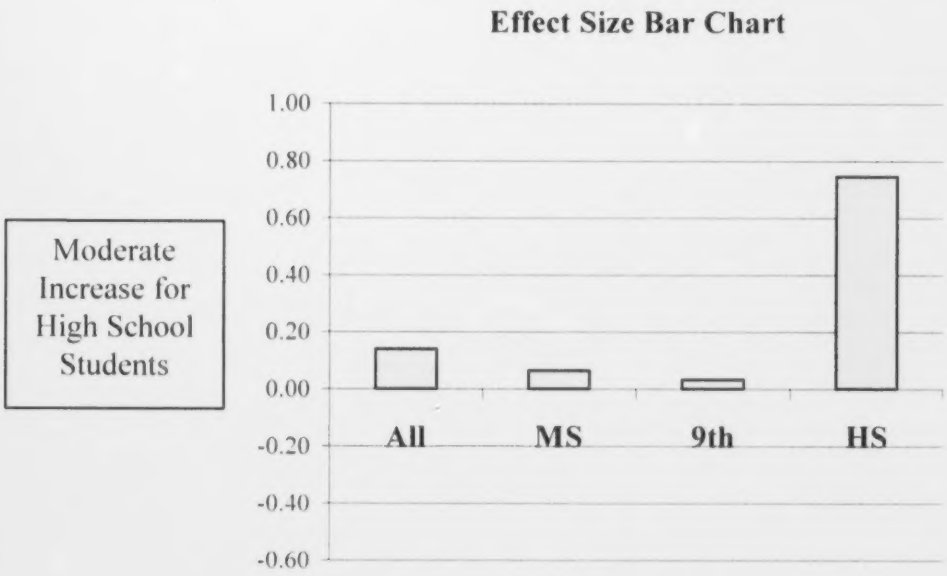


**Table of Pre- and Posttest Means & Standard Deviations**

| | All | MS | 9th | HS |
|---|---|---|---|---|
| Mean Pretest Score | 2.92 | 2.90 | 2.98 | 2.74 |
| SD | 0.72 | 0.78 | 0.69 | 0.75 |
| Mean Posttest Score | 3.02 | 2.95 | 3.00 | 3.22 |
| SD | 0.74 | 0.73 | 0.77 | 0.65 |
| Effect Size | 0.14 | 0.06 | 0.03 | 0.75 |

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## Decision-Making Opportunities

*Satisfaction with opportunities to provide input on decisions about curriculum, school events, etc.*

Small Increases for 9th-Grade Center & High School Students; Small Decrease for Middle School Students

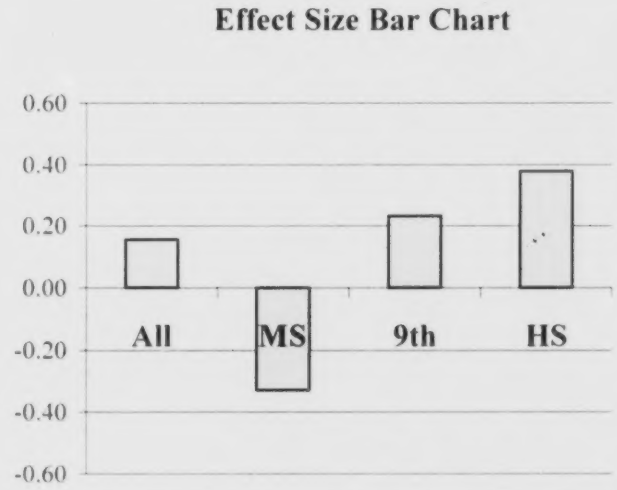


**Table of Pre- and Posttest Means & Standard Deviations**

| | All | MS | 9th | HS |
|---|---|---|---|---|
| Mean Pretest Score | 2.79 | 3.14 | 2.68 | 2.74 |
| SD | 0.81 | 0.63 | 0.84 | 0.81 |
| Mean Posttest Score | 2.90 | 2.93 | 2.85 | 3.04 |
| SD | 0.72 | 0.64 | 0.73 | 0.80 |
| Effect Size | 0.16 | -0.33 | 0.23 | 0.38 |

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## School Buildings, Supplies, and Upkeep

*Satisfaction with the quality and availability of library resources, learning materials and supplies, and with the upkeep of the buildings and grounds.*

**Effect Size Bar Chart**

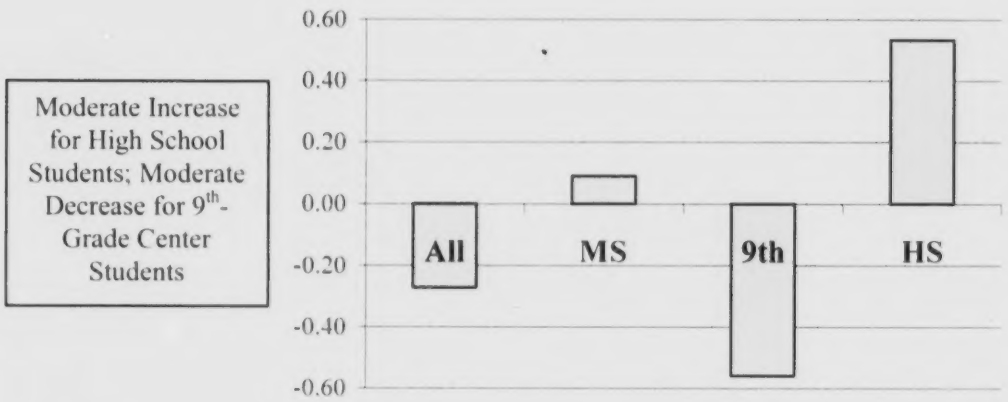


**Table of Pre- and Posttest Means & Standard Deviations**

| | All | MS | 9th | HS |
|---|---|---|---|---|
| Mean Pretest Score | 3.41 | 3.53 | 3.45 | 3.12 |
| SD | 0.65 | 0.60 | 0.63 | 0.74 |
| Mean Posttest Score | 3.22 | 3.58 | 3.05 | 3.43 |
| SD | 0.70 | 0.57 | 0.71 | 0.59 |
| Effect Size | -0.27 | 0.09 | -0.56 | 0.53 |

*Results were statistically significant at the .00 level.*

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## Communication

*Satisfaction with the availability of information and opportunities to communicate with others about school events.*

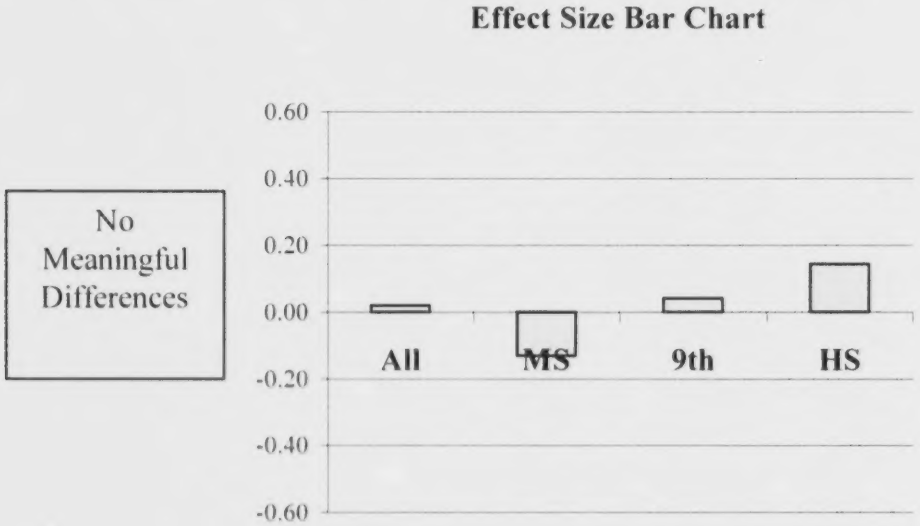


**Table of Pre- and Posttest Means & Standard Deviations**

| | All | MS | 9th | HS |
|---|---|---|---|---|
| Mean Pretest Score | 3.16 | 3.38 | 3.09 | 3.17 |
| SD | 0.67 | 0.47 | 0.74 | 0.55 |
| Mean Posttest Score | 3.18 | 3.30 | 3.12 | 3.24 |
| SD | 0.65 | 0.60 | 0.70 | 0.51 |
| Effect Size | 0.02 | -0.13 | 0.04 | 0.14 |

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# Results:

# Self-Perception Profile

## Scholastic Competence

*This subscale taps the adolescent's perception of his/her competence or ability within the realm of scholastic performance, e.g., how well he/she is doing at classwork, and how smart or intelligent one feels one is.*

No Meaningful Differences

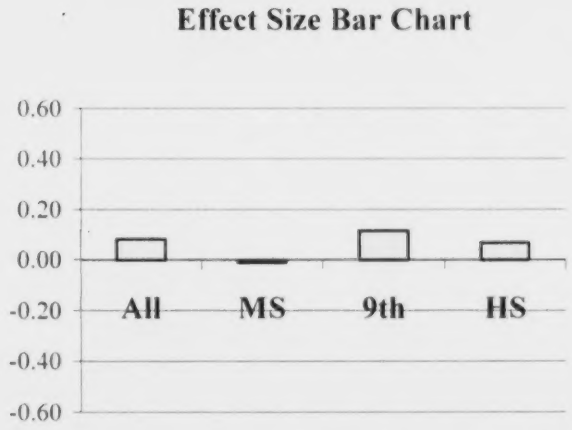


**Table of Pre- and Posttest Means & Standard Deviations**

| | All | MS | 9th | HS |
|---|---|---|---|---|
| Mean Pretest Score | 2.33 | 2.31 | 2.36 | 2.28 |
| SD | 0.31 | 0.25 | 0.33 | 0.31 |
| Mean Posttest Score | 2.31 | 2.32 | 2.32 | 2.26 |
| SD | 0.35 | 0.41 | 0.32 | 0.35 |
| Effect Size | 0.08 | -0.01 | 0.11 | 0.07 |

## Social Acceptance

*This subscale taps the degree to which the adolescent is accepted by peers, feels popular, has a lot of friends, and feels that he/she is easy to like.*

**Effect Size Bar Chart**

Small Decrease for Middle School Students

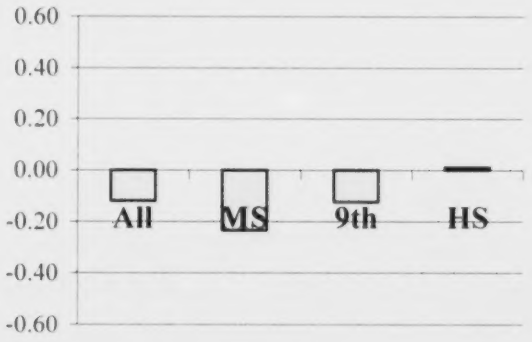


**Table of Pre- and Posttest Means & Standard Deviations**

| | All | MS | 9th | HS |
|---|---|---|---|---|
| Mean Pretest Score | 2.44 | 2.46 | 2.44 | 2.41 |
| SD | 0.32 | 0.21 | 0.35 | 0.29 |
| Mean Posttest Score | 2.48 | 2.54 | 2.48 | 2.40 |
| SD | 0.36 | 0.35 | 0.36 | 0.37 |
| Effect Size | -0.12 | -0.24 | -0.13 | 0.01 |

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## Athletic Competence

*This subscale taps taps the adolescent's perceptions of his/her athletic ability and competence at sports, e.g., feelings that one is good at sports and athletic activities.*

**Effect Size Bar Chart**

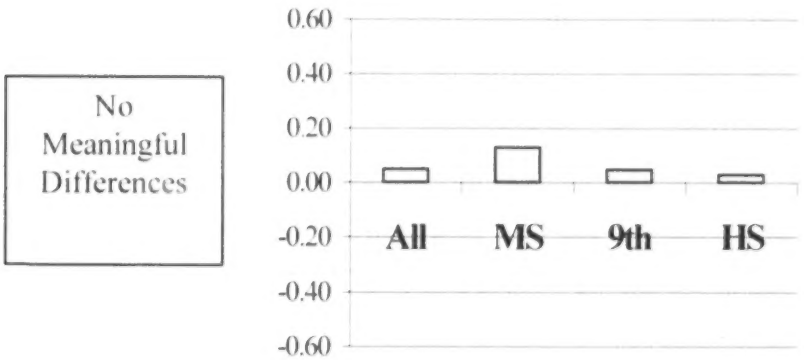


**Table of Pre- and Posttest Means & Standard Deviations**

| | All | MS | 9th | HS |
|---|---|---|---|---|
| Mean Pretest Score | 2.53 | 2.63 | 2.50 | 2.52 |
| SD | 0.32 | 0.22 | 0.35 | 0.29 |
| Mean Posttest Score | 2.51 | 2.58 | 2.49 | 2.51 |
| SD | 0.35 | 0.34 | 0.34 | 0.39 |
| Effect Size | 0.05 | 0.13 | 0.05 | 0.03 |

## Physical Appearance

*This subscale taps the degree to which the adolescent is happy with the way he/she looks, likes one's body, and feels that he/she is good-looking.*

**Effect Size Bar Chart**

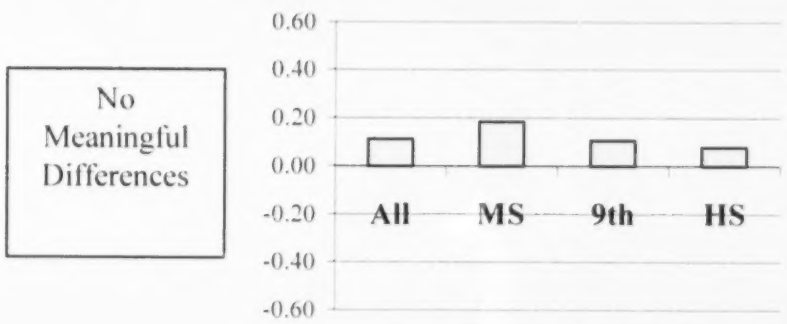


**Table of Pre- and Posttest Means & Standard Deviations**

| | All | MS | 9th | HS |
|---|---|---|---|---|
| Mean Pretest Score | 2.54 | 2.54 | 2.54 | 2.55 |
| SD | 0.34 | 0.34 | 0.34 | 0.34 |
| Mean Posttest Score | 2.50 | 2.49 | 2.50 | 2.52 |
| SD | 0.37 | 0.31 | 0.37 | 0.44 |
| Effect Size | 0.11 | 0.18 | 0.11 | 0.08 |

## Job Competence

*This subscale taps the extent to which the adolescent feels that he/she has job skills, is ready to do well at part-time jobs, and feels that one is doing well at the jobs he/she has.*

### Effect Size Bar Chart

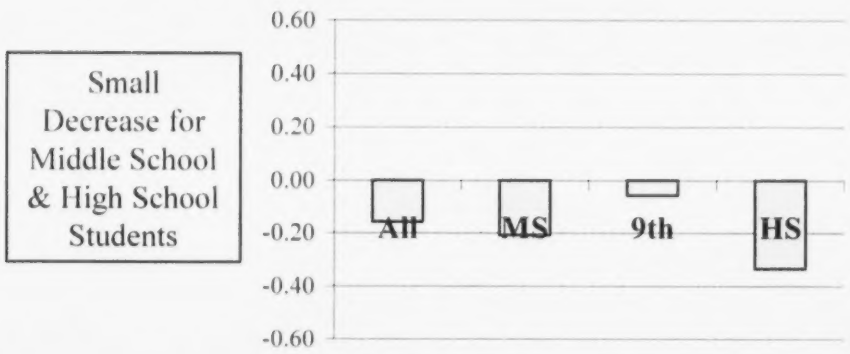


**Table of Pre- and Posttest Means & Standard Deviations**

| | All | MS | 9th | HS |
|---|---|---|---|---|
| Mean Pretest Score | 2.17 | 2.24 | 2.16 | 2.14 |
| SD | 0.33 | 0.29 | 0.34 | 0.29 |
| Mean Posttest Score | 2.24 | 2.33 | 2.18 | 2.29 |
| SD | 0.43 | 0.43 | 0.41 | 0.45 |
| Effect Size | -0.16 | -0.21 | -0.06 | -0.33 |

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## Behavioral Conduct

*This subscale taps the degree to which one likes the way one behaves, does the right thing, acts the way one is supposed to, and avoids getting into trouble.*

**Effect Size Bar Chart**

Small Decrease for Middle School Students

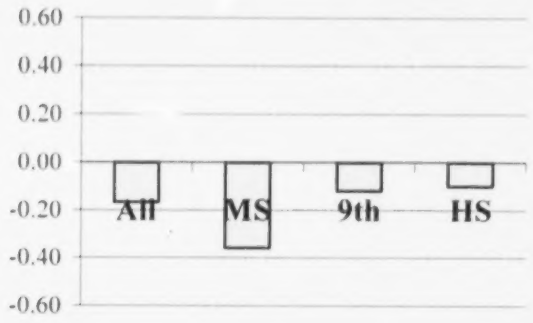


**Table of Pre- and Posttest Means & Standard Deviations**

| | All | MS | 9th | HS |
|---|---|---|---|---|
| Mean Pretest Score | 2.23 | 2.21 | 2.24 | 2.24 |
| SD | 0.27 | 0.19 | 0.30 | 0.20 |
| Mean Posttest Score | 2.28 | 2.31 | 2.27 | 2.27 |
| SD | 0.29 | 0.28 | 0.29 | 0.30 |
| Effect Size | -0.17 | -0.36 | -0.12 | -0.10 |

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## Close friendship

*This subscale taps one's ability to make close friends they can share personal thoughts and secrets with.*

**Effect Size Bar Chart**

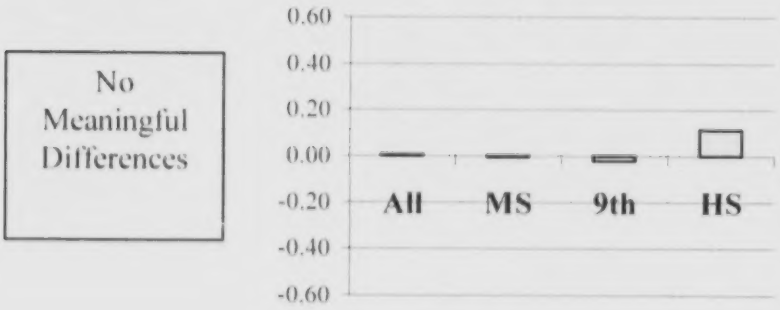


**Table of Pre- and Posttest Means & Standard Deviations**

| | All | MS | 9th | HS |
|---|---|---|---|---|
| Mean Pretest Score | 2.56 | 2.61 | 2.54 | 2.58 |
| SD | 0.30 | 0.26 | 0.33 | 0.26 |
| Mean Posttest Score | 2.56 | 2.61 | 2.55 | 2.53 |
| SD | 0.34 | 0.33 | 0.31 | 0.40 |
| Effect Size | 0.00 | 0.00 | -0.02 | 0.11 |

## Global Self-Worth

*These items tap the extent to which the adolescent likes oneself as a person, is happy the way one is leading one's life, and is generally happy with the way one is. Thus it constitutes a global judgment of one's worth as a person, rather than domain-specific competence or adequacy.*

**Effect Size Bar Chart**

Small Decrease for High School Students

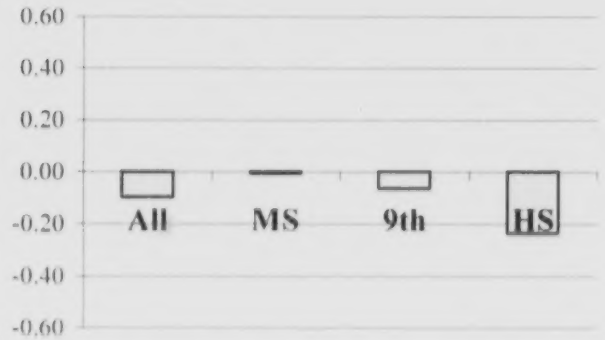


**Table of Pre- and Posttest Means & Standard Deviations**

| | All | MS | 9th | HS |
|---|---|---|---|---|
| Mean Pretest Score | 2.30 | 2.34 | 2.30 | 2.30 |
| SD | 0.30 | 0.27 | 0.33 | 0.25 |
| Mean Posttest Score | 2.34 | 2.34 | 2.32 | 2.39 |
| SD | 0.34 | 0.33 | 0.32 | 0.39 |
| Effect Size | -0.10 | -0.01 | -0.07 | -0.24 |

# References

Harter, S. (1988). Manual for the Self-Perception Profile for Adolescents. Denver, CO: University of Denver.

National Association of Secondary School Principals. (1989). Comprehensive Assessment of School Environments. Reston, VA: National Association of Secondary School Principals.

# Appendices

## Student Satisfaction Survey

## Self-Perception Profile

## Student Satisfaction Survey

ID # _____

Answer each of the following questions by circling the number that best represents your opinion about how you feel about that aspect of your school. The numbers represent the following opinions:

1 = I am very unhappy about this aspect of my school.
2 = I am unhappy about this aspect of my school.
3 = I am neither happy nor unhappy about this aspect of my school.
4 = I am happy about this aspect of my school.
5 = I am very happy about this aspect of my school.

Sample question:

A. How much pizza is served in the cafeteria ..... 1 2 3 4 5

| | | very unhappy | unhappy | neither | happy | very happy |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| | | about this aspect of my school | | | | |
| 1. | How well teachers understand my problems | 1 | 2 | 3 | 4 | 5 |
| 2. | How easy it is to make new friends at my school | 1 | 2 | 3 | 4 | 5 |
| 3. | The choices I have in picking classes | 1 | 2 | 3 | 4 | 5 |
| 4. | The number of sports teams at my school | 1 | 2 | 3 | 4 | 5 |
| 5. | How safe I feel at school | 1 | 2 | 3 | 4 | 5 |
| 6. | The importance of meetings that students are invited to attend | 1 | 2 | 3 | 4 | 5 |
| 7. | How easy it is for me to use the school library | 1 | 2 | 3 | 4 | 5 |
| 8. | How easy it is for me to find out about new and important things in school | 1 | 2 | 3 | 4 | 5 |
| 9. | How often teachers tell me when I do good work | 1 | 2 | 3 | 4 | 5 |
| 10. | How often students help each other on school projects | 1 | 2 | 3 | 4 | 5 |
| 11. | How much my classes challenge me | 1 | 2 | 3 | 4 | 5 |
| 12. | The number of school events in which I take part | 1 | 2 | 3 | 4 | 5 |
| 13. | How well students behave in *class* | 1 | 2 | 3 | 4 | 5 |
| 14. | How much opportunity students have to comment on courses that are offered | 1 | 2 | 3 | 4 | 5 |

| | | very unhappy 1 | unhappy 2 | neither 3 | happy 4 | very happy 5 |
|---|---|---|---|---|---|---|
| | | about this aspect of my school | | | | |
| 15. | How good the books and other materials are in the school library | 1 | 2 | 3 | 4 | 5 |
| 16. | How easy it is for me to talk to teachers outside of the classroom | 1 | 2 | 3 | 4 | 5 |
| 17. | How much teachers help me when I am having trouble | 1 | 2 | 3 | 4 | 5 |
| 18. | How students treat each other | 1 | 2 | 3 | 4 | 5 |
| 19. | The number of tests I have | 1 | 2 | 3 | 4 | 5 |
| 20. | How much students can plan and take part in school events | 1 | 2 | 3 | 4 | 5 |
| 21. | How well students behave in *school* | 1 | 2 | 3 | 4 | 5 |
| 22. | How much influence the student council has in suggesting school events | 1 | 2 | 3 | 4 | 5 |
| 23. | How well the school grounds are kept clean | 1 | 2 | 3 | 4 | 5 |
| 24. | How much I am told about what is happening at the school | 1 | 2 | 3 | 4 | 5 |
| 25. | How much teachers make me want to learn new things | 1 | 2 | 3 | 4 | 5 |
| 26. | The kinds of students who go to my school | 1 | 2 | 3 | 4 | 5 |
| 27. | How much of my schoolwork is exciting | 1 | 2 | 3 | 4 | 5 |
| 28. | The number of social events at the school | 1 | 2 | 3 | 4 | 5 |
| 29. | How well school rules are enforced | 1 | 2 | 3 | 4 | 5 |
| 30. | How well school administrators listen to student ideas | 1 | 2 | 3 | 4 | 5 |
| 31. | How well the school buildings are kept clean | 1 | 2 | 3 | 4 | 5 |
| 32. | How much time I spend talking with other kids about classes and school activities | 1 | 2 | 3 | 4 | 5 |
| 33. | How much teachers help me with my schoolwork | 1 | 2 | 3 | 4 | 5 |
| 34. | How I feel, in general, about other students who go to my school | 1 | 2 | 3 | 4 | 5 |
| 35. | The amount of homework I have | 1 | 2 | 3 | 4 | 5 |
| 36. | How I feel, in general, about student activities in my school | 1 | 2 | 3 | 4 | 5 |
| 37. | How well students do what is expected without being told | 1 | 2 | 3 | 4 | 5 |

| | | very unhappy 1 | unhappy 2 | neither 3 | happy 4 | very happy 5 |
|---|---|---|---|---|---|---|
| | | about this aspect of my school | | | | |
| 38. | How I feel, in general, about my opportunity to help make decisions at my school | 1 | 2 | 3 | 4 | 5 |
| 39. | How well classroom supplies and materials help me learn | 1 | 2 | 3 | 4 | 5 |
| 40. | How easy it is to talk with the principal or other school administrators | 1 | 2 | 3 | 4 | 5 |
| 41. | How much my teachers seem to enjoy teaching | 1 | 2 | 3 | 4 | 5 |
| 42. | How I feel, in general, about my classes and schoolwork | 1 | 2 | 3 | 4 | 5 |
| 43. | How I feel, in general, about student discipline in my school | 1 | 2 | 3 | 4 | 5 |
| 44. | How happy I am, in general, about the school buildings, supplies, and upkeep at my school | 1 | 2 | 3 | 4 | 5 |
| 45. | How I feel, in general, about relating to people and things at my school | 1 | 2 | 3 | 4 | 5 |

## Self-Perception Profile

ID # _____

**SAMPLE SENTENCE**

| | Really True for Me | Sort of True for Me | | | | Sort of True for Me | Really True for Me |
|---|---|---|---|---|---|---|---|
| A. | ☐ | ☐ | Some teenagers like to go to movies in their spare time | **BUT** | Other teenagers would rather go to sports events. | ☐ | ☐ |
| 1. | ☐ | ☐ | Some teenagers feel that they are just as smart as others their age | **BUT** | Other teenagers aren't sure and wonder if they are as smart. | ☐ | ☐ |
| 2. | ☐ | ☐ | Some teenagers find it hard to make friends | **BUT** | For other teenagers it's pretty easy. | ☐ | ☐ |
| 3. | ☐ | ☐ | Some teenagers do very well at all kinds of sports | **BUT** | Other teenagers don't feel that are very good when it comes to sports. | ☐ | ☐ |
| 4. | ☐ | ☐ | Some teenagers are not happy with the way they look | **BUT** | Other teenagers are happy with the way they look. | ☐ | ☐ |
| 5. | ☐ | ☐ | Some teenagers feel that they are ready to do well at a part-time job | **BUT** | Other teenagers feel that they are not quite ready to handle a part-time job. | ☐ | ☐ |
| 6. | ☐ | ☐ | Some teenagers usually do the right thing | **BUT** | Other teenagers often don't do what they know is right. | ☐ | ☐ |
| 7. | ☐ | ☐ | Some teenagers are able to make really close friends | | Other teenagers find it hard to make really close friends. | ☐ | ☐ |
| 8. | ☐ | ☐ | Some teenagers are often disappointed with themselves | **BUT** | Other teenagers are pretty pleased with themselves. | ☐ | ☐ |
| 9. | ☐ | ☐ | Some teenagers are pretty slow in finishing their school work | **BUT** | Other teenagers can do their-school work more quickly. | ☐ | ☐ |
| 10. | ☐ | ☐ | Some teenagers have a lot of friends | **BUT** | Other teenagers don't have very many friends. | ☐ | ☐ |
| 11. | ☐ | ☐ | Some teenagers think they could do well at just about any new athletic activity | **BUT** | Other teenagers are afraid they might not do well at a new athletic activity. | ☐ | ☐ |
| 12. | ☐ | ☐ | Some teenagers wish their body was different | **BUT** | Other teenagers like their body the way it is. | ☐ | ☐ |
| 13. | ☐ | ☐ | Some teenagers feel they don't have enough skills to do well at a job | **BUT** | Other teenagers feel that they do have enough skills to do a job well. | ☐ | ☐ |



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| | Really True for Me | Sort of True for Me | | | | Sort of True for Me | Really True for Me |
|---|---|---|---|---|---|---|---|
| 14. | ☐ | ☐ | Some teenagers often get in trouble for the things they do | **BUT** | Other teenagers usually don't do things that get them in trouble. | ☐ | ☐ |
| 15. | ☐ | ☐ | Some teenagers do have a close friend they can share secrets with | **BUT** | Other teenagers do not have have a really close friend they can share secrets with. | ☐ | ☐ |
| 16. | ☐ | ☐ | Some teenagers don't like the way they are leading their life | **BUT** | Other teenagers do like the way they are leading their life. | ☐ | ☐ |
| 17. | ☐ | ☐ | Some teenagers do very well at their classwork | **BUT** | Other teenagers don't do very well at their classwork. | ☐ | ☐ |
| 18. | ☐ | ☐ | Some teenagers are very hard to like | **BUT** | Other teenagers are really easy to like. | ☐ | ☐ |
| 19. | ☐ | ☐ | Some teenagers feel that they are better than others their age at sports | **BUT** | Other teenagers don't feel they can play as well. | ☐ | ☐ |
| 20. | ☐ | ☐ | Some teenagers wish their physical appearance was different | **BUT** | Other teenagers like their physical appearance the way it is. | ☐ | ☐ |
| 21. | ☐ | ☐ | Some teenagers feel they are old enough to get and keep a paying job | **BUT** | Other teenagers do not feel they are old enough, yet, to really handle a job well. | ☐ | ☐ |
| 22. | ☐ | ☐ | Some teenagers feel really good about the way they act | **BUT** | Other teenagers don't feel that good about the way they often act. | ☐ | ☐ |
| 23. | ☐ | ☐ | Some teenagers wish they had a really close friend to share things with | **BUT** | Other teenagers do have a close friend to share things with. | ☐ | ☐ |
| 24. | ☐ | ☐ | Some teenagers are happy with themselves most of the time | **BUT** | Other teenagers are often not happy with themselves. | ☐ | ☐ |
| 25. | ☐ | ☐ | Some teenagers have trouble figuring out the answers in school | **BUT** | Other teenagers almost always can figure out the answers. | ☐ | ☐ |
| 26. | ☐ | ☐ | Some teenagers are popular with others their age | **BUT** | Other teenagers are not very popular. | ☐ | ☐ |
| 27. | ☐ | ☐ | Some teenagers don't do well at new outdoor games | **BUT** | Other teenagers are good at new games right away. | ☐ | ☐ |
| 28. | ☐ | ☐ | Some teenagers think that they are good looking | **BUT** | Other teenagers think that they are not very good looking | ☐ | ☐ |



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| | Really True for Me | Sort of True for Me | | | | Sort of True for Me | Really True for Me |
|---|---|---|---|---|---|---|---|
| 29. | ☐ | ☐ | Some teenagers feel like they could do better at work they do for pay | **BUT** | Other teenagers feel that they are doing really well at work they do for pay. | ☐ | ☐ |
| 30. | ☐ | ☐ | Some teenagers do things they know they shouldn't do | **BUT** | Other teenagers hardly ever do things they know they shouldn't do. | ☐ | ☐ |
| 31. | ☐ | ☐ | Some teenagers find it hard to make friends they can really trust | **BUT** | Other teenagers are able to make close friends they can really trust. | ☐ | ☐ |
| 32. | ☐ | ☐ | Some teenagers like the kind of person they are | **BUT** | Other teenagers often wish they were someone else. | ☐ | ☐ |
| 33. | ☐ | ☐ | Some teenagers feel that they are pretty intelligent | **BUT** | Other teenagers question whether they are intelligent. | ☐ | ☐ |
| 34. | ☐ | ☐ | Some teenagers feel that they are socially accepted | **BUT** | Other teenagers wished that more people their age accepted them. | ☐ | ☐ |
| 35. | ☐ | ☐ | Some teenagers do not feel that they are very athletic | **BUT** | Other teenagers feel that they are very athletic. | ☐ | ☐ |
| 36. | ☐ | ☐ | Some teenagers really like their looks | **BUT** | Other teenagers wish they looked different. | ☐ | ☐ |
| 37. | ☐ | ☐ | Some teenagers feel that they are really able to handle the work on a paying job | **BUT** | Other teenagers wonder if they are really doing as good a job at work as they should be doing. | ☐ | ☐ |
| 38. | ☐ | ☐ | Some teenagers usually act the way they know they are supposed to | **BUT** | Other teenagers often don't act the way they are supposed to. | ☐ | ☐ |
| 39. | ☐ | ☐ | Some teenagers don't have a friend that is close enough to share really personal thoughts with | **BUT** | Other teenagers do have a close friend that they can share personal thoughts and feeling with. | ☐ | ☐ |
| 40. | ☐ | ☐ | Some teenagers are very happy being the way they are | **BUT** | Other teenagers wish they were different. | ☐ | ☐ |

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